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ABSTRACT

The paper chronicles the struggles and challenges of teaching in a 6-week summer bilingual education program in a small town in Oregon. The program was a cooperative effort between a small town school district and Oregon State University at Corvallis. Teachers and researchers who entered into this project looked into the use of bilingual playwriting and puppetry within a primary and intermediate classroom with mainstream students, English language learners, migrant students, and students identified as having special needs. As they collected, analyzed, and compared their data, it was realized that bilingual playwriting and puppetry were greatly overshadowed by other common themes, including the following: the challenges of abbreviated summer school schedules and the pressure from school district administrative personnel to be doing "fun" activities while keeping the focus on math and literacy; negative attitudes among elementary students toward Latino culture and the Spanish language; struggles with classroom management; and the rewards and benefits of team teaching. It was concluded that collaboration between a school district and a university is a good idea. This should be expanded and refined in the future to create quality programs incorporating democratic classroom practices, meaningful and purposeful curricula, team teaching, and continued collaboration between teacher researchers and university researchers. In addition to a bibliography, numerous scholarly references are included in the text. (Contains 13 references.) (KFT)

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TEACHER STORIES: BILINGUAL PLAYWRITING AND PUPPETRY WITH ENGLISH LANGUAGE LEARNERS AND STUDENTS WITH SPECIAL NEEDS

by

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TEACHER STORIES: BILINGUAL PLAYWRITING AND PUPPETRY WITH ENGLISH LANGUAGE LEARNERS AND STUDENTS WITH SPECIAL NEEDS

Our teacher stories describe research projects involving two university researchers, a doctoral student, and two ESOL/Bilingual endorsement students who were teachers in a summer school program in 1998. As collaborative researchers, we entered into the project hoping to inquire into the use of bilingual playwriting and puppetry within a primary and an intermediate classroom with mainstream students, English Language Learners, migrant students and students identified with special needs. As we collected, analyzed, and compared our data in the construction of our teacher stories we realized that bilingual playwriting and puppetry were greatly overshadowed by other themes. Our stories tell of (a) the challenges with the abbreviated summer school schedule, and the pressure from school district personnel to be doing "fun" activities; (b) negative attitudes among the elementary students toward the Latino culture and the Spanish language; (c) struggles with classroom management; and (d) the rewards and benefits of team teaching.

What Informed Our Work

This research project was a coming together of our professional interests and beliefs about the teaching and learning process for culturally and linguistically diverse students. As more and more students enter our schools with Spanish as a first language, there is a pressing need for quality bilingual programs. Such programs require knowledgeable, creative, bilingual professionals who are able to meet the linguistic and academic needs of English Language Learners. (Milk, Mercado, & Sapiens, 1992) Professional development of bilingual teachers needs to be long term and supported. Collaborative research between practicing bilingual teachers and teacher educators provides "a sustained reflective process" (p. 10) for the bilingual

teacher. Through such a process, the bilingual teacher is actively involved in learning, teaching and reflecting about her/his practice.

The educational needs for language minority students with special needs continue to be recognized as an important area of research (Harry, 1992; Ortiz & Ramirez, 1998). Because teachers are the most valuable resource in bilingual/multicultural special education, they need to be empowered with effective instructional strategies to support language minority students with special needs in order for them to help their students reach their full potential (Baca & Almanza, 1991).

Playwriting and puppetry are process-based approaches to first and second language development that provide a natural context for creating, revising and editing oral and written texts (Kao & O'Neill, 1998; Maley, 1997; Maley & Duff, 1982). This process approach which utilizes movement and improvisational activities provides for diverse learning styles and needs. Playwriting and puppetry also have the potential of developing not only literacy skills, but also the potential for empowering students (Holdt, 1997; Sklar, 1991).

Providing quality ESOL/Bilingual coursework, collaborating with a school district, colleagues and students in action research projects, and utilizing playwriting and puppetry were all part of our motivations for embarking on this project. As often happens in research, we made discoveries along the way that surprised us, depressed us, and encouraged us.

Methods

A phenomenological, action research methodology was utilized to develop teacher stories that describe the use of playwriting and puppetry by elementary teachers and a university instructor working in a Title I summer school program. The time period of the study begins with meetings with school personnel six months prior to the summer program, through August of the following year. The primary focus for this paper is the six-week summer school session at

Jefferson Elementary School.[1] One of the university professors (Eileen) team taught with one of the teachers (Aaron) in an intermediate class. Aaron was also a student in the ESOL/bilingual courses.

Another university faculty member (Younghee), along with one doctoral student (Jiyoung) were participant observers in a primary classroom. This class was team taught by two teachers, one of whom was taking the ESOL/bilingual courses (Claudia). Claudia was also a student in the ESOL/bilingual courses. The university teachers and researchers, along with the classroom teachers, reflected on their interactions with the students, and students' participation in the playwriting and puppetry lessons. Both Younghee and Jiyoung kept journals and field notes during the on-site sessions of the elementary summer school program and the on-site delivery of the integrated ESOL/Bilingual coursework. Other sources for the development of the teacher stories were Eileen and Aaron's teacher work samples which included lesson plans, reflections, and evaluation of student learning gains. Field notes were also taken by Eileen and Aaron as the other one taught.

Because the goal of the study was the development of teacher stories, each individual involved in the study engaged in an analytic and reflective process to write her or his story. Repeated readings of audio-taped transcripts, field notes, and lesson reflections were done to identify shared perceptions. Follow up phone conversations and emails helped to clarify statements made or notes taken. As we wrote our stories, we shared our drafts with one another to check perceptions and receive feedback, therefore, the teacher stories were collaboratively constructed by the storytellers. Our stories presented here are only a small slice of what the experience was for us. As with all stories, bits and pieces that seem the most important or

[1] The actual name of the school is not used.

compelling are selected for inclusion while others are not. Every effort has been made to maintain the unique voice of each storyteller.

The Setting

Jefferson Elementary is set on a four-lane street on the edge of a small northwestern town in the United States. It is in a Title I school serving a working class neighborhood with 85-90% of the students on free or reduced lunches. As a community school, Jefferson has established partnerships with community members, businesses, and assistance agencies. During the summer school program approximately 25% of the children in the classrooms were identified as "limited English Proficient."[2]

The experience that brought all of us together was coursework in ESOL/Bilingual education taught on-site at Jefferson Elementary School's summer school program. We began with an intensive week of integrated coursework for ESOL/Bilingual education: Theoretical Foundations, Methodology, and Issues in ESOL/Bilingual Education. Eileen and Younghee team-taught the ESOL/Bilingual courses with Jiyoung as our teaching assistant. Claudia and Aaron were students in the coursework. During the first week of all day class sessions, the four of us participated in a variety of teaching and learning experiences. Younghee and Jiyoung taught us the alphabet, words, phrases and songs in Korean. Eileen presented a continuum of drama activities which included pantomime, improvisations, and theatre games appropriate to different levels of language proficiency. Aaron led us in an activity to demonstrate the Counseling-Learning Approach to second language acquisition in which we sat in a circle talking to one another in English while Aaron hurried from one person to the other repeating what was said in German. On another day, Claudia led us in a number of literacy activities including a cloze activity dealing with St. John's Wort, a predicting activity for The Doorbell Rang, and a

writing activity in which we all began letters to Ron Unz. As can be seen, we were all teachers and learners during our time together.

Our Teacher Stories

Aaron's Story: Reflection on a Crash Course of ESOL/Bilingual Education

To be completely honest the opportunity to teach the 4th/5th-grade summer school group at Jefferson Elementary just fell into my lap. As if by some divine intervention the possibility of simultaneously obtaining an ESOL endorsement unfolded in a similar way. A love of language and multiculturalism as well as my somewhat masochistic traits aided me in my decision to participate in the program. I recall the great amounts of anticipation and nervousness I felt as I attempted to design an appropriate thematic unit and set up the "perfect" classroom for the summer school program. Prior to the first week I was reassured by the guidance of Eileen Waldschmidt, not only my professor and advisor, but also a fully experienced, well-trained teacher.

Intimidation and feelings of inadequacy melted away as we met and collaborated as peers on the bilingual playwriting lesson plans. What an honor and wonderful opportunity to see her enthusiasm and talents in action! Her research about drama and bilingualism as well as her time-investment and hard work set a hard pace for me to follow. Seeing Eileen's lesson plans and daily reflections provided me with a working model of a real work sample versus one that was contrived and based mostly on theory. Thus far, I had experienced only the latter.

In the short six weeks of the summer school program I experienced much learning, ironically due to great amounts of disappointment and personal shortcomings. Not only did the length of the program seem to be my enemy, but also the shortness of the day. Three measly hours never seemed to be an adequate amount of time to reach lesson plan objectives and goals.

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[2] The terms "English Language Learner (ELL)" or "English as a Second Language (ESL)" will be used for these

Aside from this hurdle, constant classroom management issues acted as a vampire, sucking the life out of lessons and robbing us of our time.

How valuable were the debriefing sessions incorporated into the ESOL program! Discussing ideas and sharing frustrations with colleagues served as a therapeutic means to make sense of all that was happening. At times I felt like I was drowning in a sea of theory without sufficient opportunity to apply these wonderful ideas presented in the ESOL/Bilingual Education literature. Had the summer school program been structured differently, I know that I could have applied more of the approaches I was learning. Through the seminars, experiences were shared and provided further insight into the practicality of the theoretical ideas.

In many ways I feel a personal failure in that I could not quantify students' learning gains in math and reading, the two "focuses" set forth by the summer school program. Also, a rapport, built with many of the students through my experience as their music teacher during the regular school year, seemed to crumble. My frustration about classroom behavior obviously got the best of me as students remarked candidly among other things, "You used to be so nice!" I was humbled by Eileen's optimism and great patience for the students she taught.

Without regret I am more than happy to have experienced the ESOL courses provided during the summer. Seeing the model teaching and learning of the professors and cohort members gave me a strong foundation. I have become an advocate for ESOL support and Bilingual Education in my first solo teaching experience. The bilingual drama unit has come in handy in my first grade classroom as students have been writing their own plays and learning to incorporate first and second languages.

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students throughout the rest of the paper.

Eileen's Story

Focus on Literacy and Math through bilingual playwriting and integrated math experiences with three hours a day and six weeks total time. And make it fun. The pressure was on as Aaron and I began our joint adventure team teaching a group of fourth, fifth, and sixth grade students. I thoroughly enjoyed team teaching with Aaron. I continue to find him open, accommodating, humble, humorous and energetic. As we worked together planning and team teaching, I felt Aaron was thoughtful and analytical about our research project. I feel encouraged by his comments in his story regarding how helpful it was to have me model lessons. They help me feel that our collaboration had been a balanced one in that I was contributing to his professional development as he was contributing to my knowledge of bilingual playwriting and the experience of a new teacher working with such a project. On the other hand, I feel very undeserving of his praise for my competence and patience.

Looking back on all the goals I had set for the project, I realize how unrealistic some of them were. My lofty objectives for wanting the students to examine social issues of discrimination and oppression through bilingual playwriting did not take into account individual needs and interests of the students. Additionally, to expect to make significant progress toward completing a bilingual script with students who had some to no bilingual skill was ill conceived. My lesson reflections tell a story of frustration with the abbreviated schedule and the expectation that summer school was going to be more like summer camp. Carrie, one of our older students in the group of fourth, fifth, and sixth grade students, would often interject during a lesson, "Why do we have to do this? I thought summer school was supposed to be fun." This was always particularly painful to hear considering that I thought what I had planned would be fun for them.

Initially Aaron and I heard negative comments toward learning Spanish among the students. One student said early on, "Why do we have to learn Spanish anyway?" On another

occasion, a Hispanic student, when asked how to say a word in Spanish, answered angrily, "What do you think I am, some Mexican man or something?" Because of my European-American background, I could not be a bicultural role model for the elementary students that is so needed in our predominantly female, white, middle class teaching force (Darder, 1997). The modeling that I could provide was of a bilingual European-American teacher who values cultural and linguistic diversity.

The overall purpose for doing bilingual playwriting was not one that the students ever bought into, which was the preparing of bilingual scripts to read to a group of parents and young children during a Spanish Story Hour at the local public library. Had the purpose for the playwriting been to present their work to peers or their own parents I believe we would have seen a different level of engagement, and less off-task and inappropriate behavior. This is not to say that a different approach would have solved all the inappropriate behavior. We had been "warned" by the school staff that a number of the students had "behavior issues" and many came from "troubled homes." Nevertheless, regardless of their home situations or past behaviors, I can see where certain decisions I made only contributed to their disaffection with school. I share Aaron's frustrations with not being able to accomplish the goals I had set out and for not being able to establish more of a rapport with the students.

As I presented playwriting lessons in Aaron's classroom, I was encountering student behavior for which I was not prepared. I felt discouraged and disheartened. There was so much work that needed to be done to help the students develop their bilingual scripts and the constant interruptions for classroom management were bogging down the process. My lesson reflections reveal planning decisions I made that contributed to student off-task behavior. I planned a small group activity in which the students did a play reading of a bilingual play, however there was no

other purpose to the activity. They were not preparing to share the play with others and, because of this, their disinterest turned into inappropriate comments and behavior.

"The difficult aspect of this lesson was the constant interruption of the students." (Lesson 1) "I'm not sure why there was so little participation. This could again be due to the students' off-task behavior or my inability to make the activity comprehensible or engaging for them." (Lesson 2) "Numerous times we had to stop because of the many interruptions of inappropriate off-task comments that would create a reaction from other group members." (Lesson 3)

(Eileen's Lesson Reflections from her Work Sample)

In the ESOL/Bilingual courses, the students had read about negative attitudes toward minority languages (Ovando & Collier, 1998; Brisk, 1998). One of our English language learning students, Leticia, waited two weeks before showing us a story her father had written in Spanish about an adventure from his youth as a young boy in Mexico. Leticia had never raised her hand or mentioned having interviewed her parents, an assignment we had given to the class. She instead had begun a play script in English titled, "The Girl Who Liked Baseball." I had been encouraging her to write the play using both English and Spanish. It was obvious that Leticia's father had taken time to write out his story and, from the look on Leticia's face, she was anxious for me to read it. But what was also obvious was Leticia's reluctance to have others in the class see the story. Carrie, a European American student and the who had asked a number of times early on why they had to learn Spanish, sat next to Leticia. Recently Carrie had become excited about writing a bilingual play. Perhaps this is why Leticia decided it was finally safe to bring out her father's story. Over the next few weeks I encouraged Leticia to develop a play from her father's story. After writing a number of notes of encouragement to Leticia, she finally began a script for her father's story in which she used both English and Spanish dialogue. Unfortunately, Leticia was not able to finish the script before the end of the summer school session.

Even though the students' behavior was often challenging in that the students would interrupt us and their peers, talk as we talked often making inappropriate comments, or "boycotted" activities, their work during the playwriting sessions was often on task and focused. Our students' improvisations recorded on videotape were considered a form of "writing" (Chapman, 1991). With this definition of writing, we were able to help the students see how their in-the-moment creations with their voices and bodies were playwriting. With the videotaping, the students were able to "write" their plays with no hesitation to do numerous "revisions" of their work.

Claudia's Story

It was challenging to work in a summer school setting because things were pretty ambiguous for teachers and students. I felt like we had to work extra hard to motivate students because it was summer and they really didn't want to do things they didn't want to do. Also, the curricular expectations on us were vague.

I was struck by the reluctance of bilingual students to speak their native language in the classroom. Whenever I tried to talk to the Spanish speakers in Spanish, they were very reluctant to respond in Spanish. They usually answered me in English. And they seemed uncomfortable to have it spoken in the larger group. Also, the Russian speaking kids never talked to each other in Russian, although they told me that they usually did at home.

And, even though I understand your [Eileen and Younghee's] logic for doing things this way, it was difficult to be working in a mixed group, especially a group where the native speakers had so many needs. I found that I wasn't able to focus on the ESL students as much as I would have liked because I was just juggling everybody. As a beginning teacher especially it was quite the challenge. And I found I wasn't able to watch the ELLs learning processes and learn

about them like I wanted to. I would have liked to have a group of ELLs to work with to be able to learn more firsthand about their particular learning issues.

In terms of the ESOL/bilingual coursework, I found it so helpful to have those classes after teaching to sit and debrief in. I had nothing like that during the school year [as a Masters in Teaching intern]. It helped me feel more confident as I saw others also struggling; and to get feedback from others about what was happening in my classroom. Sometimes it was hard since Kim and I were team teaching. We'd be in the middle of planning and I'd have to run off to get to class, and I was usually late. I'm so thankful to have been team teaching.

I felt like I got a good understanding of theories and of the current issues in ESOL and Bilingual Education from the classes. I would have liked to have more practical techniques, methods of things that people are using in the field. The visitors we had were helpful, especially the one woman who brought the slides and things from her class. I really liked how we went about covering the reading material; it helped me learn it better. I see how the coursework is really just a beginning and understand now why you said it was so limited compared to other states. I feel like I just got a taste of what there is to know about ESOL.

"One of my main goals is to bring in creative drama activities and bridge various kinds of activities as a way of creative drama doing puppetry...For the ESL students, I am thinking about two things: First, non-verbal communication; and second, it provides a space for cooperation...I feel like it's been really hard. I try to focus the ESL students but I had to spread [myself] much further. There are many high needs [students]. Most of them are not ESL [students]. [The high needs students] need more attention. I couldn't do as much as I wanted to. (interview with Claudia)

Jiyoung and Younghee's Story

With interests in ESOL and students with special needs, we observed the primary class taught by Claudia and her team teacher. Classroom observations were conducted in order to uncover the interactions of the ESL children who have low reading/writing ability and social behavior problems. For four weeks, Jiyoung observed the class twice a week and Younghee observed once a week.

At the end of the four weeks of observations, we interviewed Claudia, one of the classroom teachers. It is hoped that our story can make Claudia's story complete by highlighting her own words. Also, our observational notes and reflection journals were used as our own analytic and reflective process for the whole story of the summer school experience.

---Four weeks were too short to build skills. It demands a long process time. I could not do as much as I'd like to do. ---We did lots of fun things but not much academic work. The kids are supposed to have fun in the summer---I tried to connect things that are really fun, otherwise they'll check out quickly. (Interview with Claudia)

The context of the summer school was quite challenging to the beginning teacher, Claudia. Within the tight schedule of four weeks,[3] she tried to make her class fun and at the same time academically meaningful for the students who barely could read and write through diverse class projects, such as developing a summer school class book, making masks, and preparing a puppet show. In these classroom projects, not only did she attempt to integrate all language skills, listening, speaking, reading, and writing, but also she intended that the first two projects could help the students prepare their puppet show toward the end of the summer.

However, as Claudia pointed out in the interview, four weeks were too short to achieve her goals. She mentioned, "--- I wanted to do more literature before we jumped into puppetry but

[3] Claudia was not able to teach the full six weeks because of a prior commitment.

didn't have much time. There would have been a lot of skill building that could have happened." After spending two weeks doing a class book and making masks, the class only had two weeks to prepare for the puppet show. During the last two weeks, the students in a small group wrote a puppet show script, made their own puppets, and performed puppet shows as well as reading books and choosing a story for their puppet show. In addition, Claudia and the other team teacher worried about making up the time lost of students who were absent occasionally due to the loose nature of summer school. Claudia was juggling between the pressure of the tight schedule, providing fun activities, and her own expectation of the students' academic literacy improvements.

---When I witness the ESL kids' anti feelings with their own first language and English native-speakers' teasing of the ESL kids, I feel sad. The kids must have already received a hidden message from the society within a school system: English and White Anglo is superior to others; minorities are destined to deal with the issue of their identity by themselves in order to survive in this society. (Jiyoung's reflection journal, July 6, 1998)

During the first three weeks Claudia introduced the class to folk tales and stories from different cultures as a preparation for both the mask project and puppet show. In particular, Spanish was taught by Claudia. During one lesson, Claudia tried to teach the Spanish version of a song, and complaints were heard: "I'm not Mexican, I don't need to learn Spanish." The other kids were laughing, and the Latino kids in the class seemed embarrassed.

In the interview with her, Claudia mentioned the "challenge in an inclusive classroom is the kids' attitude. An open, supportive environment could make changes in the students' attitudes. –A lot of teasing is going on, 'you are Mexican.' I wanted to attempt to interrupt, but waited for other older, mature kids to respond to the kids. ---I was surprised mostly by Latino kids because they don't want to speak Spanish."

Language is power (Brisk, 1998). Without the active acceptance or involvement of language, power, culture, and identity by the classroom teacher as suggested by Claudia, this kind of experience in the class might ultimately support the status quo's position toward language and culture. The mainstream and the Latino students have already internalized racist attitudes about the Spanish language and culture.

During the initial activities for the puppet show project, the primary class was engaged in a variety of activities such as improvisation, mirroring the partner's action, acting out a poem and a story, pantomime, and other related creative drama activities. One of the recurring themes in the field notes from classroom observations is the students' interruption of the class by making noises, showing disinterest, or saying irrelevant remarks during the activities. Usually these inappropriate behaviors were managed by numerous reminders until a student was finally sent to time-out in a corner of the room. From our researchers' perspective, some students did not seem to care about being placed in time-out, while other students seemed resigned to it.

As the puppet project progressed, individual students began to become engaged with the activities. One girl in particular who had not wanted to participate in any of the creative drama experiences, enjoyed making her own puppet and participating in the puppet show. Children with challenging behaviors were very much interested in making puppets, watching the puppet show and participating. It was obvious that meaningful, activity based learning was able to capture the students' attention.

Although the summer school teaching experience seemed to be challenging for the beginning teachers, teaching with another novice teacher appeared to work well for both of them. Claudia put team teaching in the following words:

Team teaching [with a beginning teacher] was very effective especially for new beginning teachers. We are not intimidated by a mentor, nor are there high expectations or

pressures like during a school year, or presence of a principal or supervisor. We both shared the job cooperatively. It was such a great way to start teaching. If you could job share for the first year, it would not be overwhelming and we could learn from each other. Summer school is an ideal setting since you have ownership of your class. We could see each other growing. We know each other well and see whether things are working or not for each other. (Interview with Claudia)

What We Learned; What We Still Need to Know

The experience working in the summer school program is retold in our teacher stories. Although the actual time spent in the setting was very short (six weeks), intersecting plot lines illustrate common experiences and shared perceptions among the researchers, teachers and students. We would like to summarize our common experiences and shared perceptions and examine how our stories crossed paths and flowed apart.

The challenges with the abbreviated summer school schedule

Each of us felt tremendous pressure trying to achieve our goals during a few short weeks in a summer school program. Claudia often felt overwhelmed with her puppetry project, which was only part of her curriculum. She also was doing an autobiography and biography unit with her primary aged students. Aaron fretted each day with Eileen that the students' scripts would never be ready to be read at the public library's Spanish Reading Hour. In actuality, only two scripts were complete with the others still "works in progress." Younghee, Jiyoung and Eileen felt frustration in their attempts to provide comprehensive and meaningful coursework in ESOL/Bilingual education with so little time. The short duration of the summer program did not allow for the development of a school culture that values language and cultural diversity nor was there time to address issues of internalized racism.

The pressure from school district personnel to be doing "fun" activities

It was disheartening to hear the many comments from students that what they were being asked to do was not the advertised "fun" they were promised. As researchers and teachers we question the promotion of summer school as being "fun" with the implication being that the regular school year is anything but. How damaging to students' perceptions of what constitutes "fun" when learning during the school year is characterized as drudgery but summer school is entertaining. This was particularly exasperating to us considering that we had been told that the focus needed to be on Math and Literacy. None of us has come away from the experience wishing we had made our lessons more "fun," but we have looked closely at our instructional strategies and our curriculum choices and made decisions about the need to make the work of summer school more personally meaningful to the students by providing more choices and opportunities to collaborate with their teachers.

Struggles with classroom management

Not a day went by that we did not come together to share the struggles we were having with classroom management. "I just want to get through one sentence without an interruption" was an often-heard comment. We were frustrated with our attempts to respond to students' inappropriate behavior with questions to get them to problem solve on their own or develop self-regulating behaviors. We were embarrassed and full of shame by our short-tempered snapping at students when we just could not take it anymore. We were angry when a lesson could not be completed because time ran out due to the many interruptions. We were discouraged that the students did not accomplish more with their projects.

We found that even though the children were excited about doing plays and puppetry, the lessons were often interrupted by students' behavior. For the students in the intermediate blend classroom, playwriting turned out to be more difficult (and less fun) than they had hoped.

However, as the program progressed, even the most challenging students were motivated and involved in the development of their plays. In the primary classroom, Claudia felt that some of the drama warm-up activities were highly engaging while others only resulted in increasing students' inappropriate behaviors. In her story, and in the accounts given by Jiyoung and Younghee, there are examples of drama sessions in which fewer inappropriate behaviors were displayed as the students worked on their skits and constructed papier-mâché puppets.

We realize in hindsight that more time needed to be devoted to building democratic classroom communities so that student behavior is consistently appropriate. This approach to classroom management provides opportunities for group discussions centered around not only classroom issues, but social issues as well such as racist attitudes toward certain languages and cultures. Our students needed social and academic skill development.

Negative attitudes among the elementary students toward the Latino culture and the Spanish language

Of all the frustrations with the summer school program, the negative attitudes that the students held toward the Latino culture and the Spanish language was the most discouraging. As Claudia and Aaron shared with the other students in the ESOL/Bilingual seminar the negative attitudes of the children about learning Spanish, their peers were shocked even though they had read about this phenomenon in their texts. The summer school program was not a two-way bilingual program; therefore, there was not support for the use of two languages school wide. Our attempts to encourage bilingualism were localized to the classrooms in the research project.

Our expectations for the students' bilingual scripts had to take into consideration the limitations of working within the short summer schedule, the lack of quality bilingual materials, and the lack of opportunities to practice both languages in meaningful and purposeful ways.

Although initially there was resistance to the use of Spanish among the students, as time went by, we heard fewer and fewer negative comments about it. In the intermediate classroom, Eileen and Aaron noticed a positive change toward the use of Spanish in the plays developed by the students and pride in one's culture. Claudia noticed some positive attitude changes in the primary classroom, but not to the extent that was observed in the intermediate classroom. Our stories lead us to believe that the difference between the two classrooms is a result of a stronger focus on the use of another language in the intermediate students' plays. Multicultural literature and Spanish songs were used by Claudia in the primary classroom, but the use of another language was not expected for the primary students' puppet productions. In the intermediate classroom, both Aaron and Eileen stated the use of another language in the students' plays as a goal from the beginning of the project because we planned to have the students share their plays to a Spanish-speaking audience. Additionally, Eileen modeled writing a bilingual play in several of the lessons presented.

The rewards and benefits of team teaching

Eileen and Aaron and Claudia and her team teacher, Kim, found team teaching to be mutually beneficial. Aaron stated how much he learned from Eileen's modeling of planning and interacting with students. Eileen was able to try out bilingual playwriting lessons with Aaron's help and support. Reflecting on lessons and classroom issues after school, on the phone and through email provided important debriefing and continued mentoring and collaboration.

For Claudia, the teaming experience differed in important ways from her MAT intern experience with a mentor teacher. She felt that working with Kim in a summer school program was less pressure. Their collaborative work was focused upon real planning for their real classroom rather than the lesson planning they did as interns for another teacher's classroom as part of an assignment for a university course.

Teacher reflection is enhanced by opportunities to share with peers and mentors. This was shown to be true for not only the novice teachers in the summer school project but for the teacher educators as well. It is hoped that this model of teaming can be implemented in future summer school programs.

Conclusion

We feel that the following helped to bring about a change in attitude among the students:

- Spanish speaking models, both Latina and European-American
- Modeling of writing a bilingual script describing an example of discrimination in an immigration office
- Small group activity doing a "reading" of a bilingual script
- Read-alouds of bilingual stories or stories dealing with bilingual theme
- Spanish/English dictionaries available for the students as they worked on their scripts
- Labeling activity in which students labeled classroom with Spanish words
- Guest speaker—a monolingual Spanish speaking mother of one of the students spoke to the class about her experiences in Nicaragua with interpretation provided by her daughter, Eileen, and Aaron.
- Preparing for the "reading" of their scripts to a group of Spanish speaking parents and children at the public library

We feel that with continued collaboration between the school district and the university in the summer school program, a well-defined bilingual program could be built so that students, parents and the community will come to recognize it as a quality program benefiting all children. Our hope is that this first summer is the beginning of building the necessary momentum for an established bilingual summer school program, one that incorporates democratic classroom

practices, a meaningful and purposeful curriculum, team teaching, and continued collaboration between teacher researchers and university researchers.

Epilogue

It is now the Spring of 1999. Eileen and Younghee have finalized the summer schedule for the ESOL/Bilingual endorsement coursework that will once again be taught on-site at Jefferson Elementary School during their summer school program. Eileen has begun meeting with the Jefferson Elementary staff to plan and organize how the university and school district programs will collaborate. Eileen has been told that Aaron may return to teach there again for this summer's session. She is looking forward to the possibility of continuing their collaboration.

Younghee has met with an individual from a neighboring school district wanting to have ESOL/Bilingual teachers involved in the summer endorsement coursework teach in their migrant summer school program. They are hoping that our model can be expanded to other summer school sites.

Jiyoung has begun her dissertation study and will be writing this summer. As one of her dissertation committee members, Eileen will continue to work with Jiyoung as she studies the use of Whole Language with adult English Language Learning students.

Claudia has not contacted any of us since December. We hope that she is safe and enjoying her teaching ESL in South East Asia. Aaron is finishing his first year of teaching in a rural school.

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